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This brochure describes the development and operations of a supplementary educational center in downtown Cleveland. The facility used had formerly been a warehouse. The center offers the school children of Cleveland new and varied educational experiences not available in the neighborhood school. Objectives and programs are discussed as are floor plans for the history, science, and music sections. (FPO)

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SUPPLEMENTARY EDUCATIONAL CENTER

CLEVELAND PUBLIC SCHOOLS / CLEVELAND, OHIO

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The profound gratitude of the children of Cleveland must be expressed for the co-operation of the Educational Facilities Laboratories, Inc., without whose initial planning grant this Supplementary Educational Center would not have been possible. ■ In addition, our sincere appreciation is expressed to the Office of Education of the United States Department of Health, Education and Welfare, which has provided financial support and continuing co-operation throughout the planning and operational stages of this Center.

Plain Dealer Photo

SUPPLEMENTARY EDUCATIONAL CENTER

A Project of the Cleveland Public Schools Conducted under Title III
of the Elementary and Secondary Education Act of 1965

1365 East Twelfth Street / Cleveland, Ohio 44114 / Telephone: 216 / 579-1633

The Many Faces of Cleveland

INTRODUCTION

The improvement of school opportunity in the great urban centers of this nation is the most pressing issue facing American education. The national interest requires progressively higher levels of competence and skill, supported and reinforced by the most advanced scientific findings.

The educational demands of this age include new and additional experiences not now or likely soon to be available at the neighborhood level.

The Cleveland School System is in the fortunate position of having faced up sharply to its problems. In the search for solutions one approach or model that has evolved has been the concept of the Supplementary Educational Center.

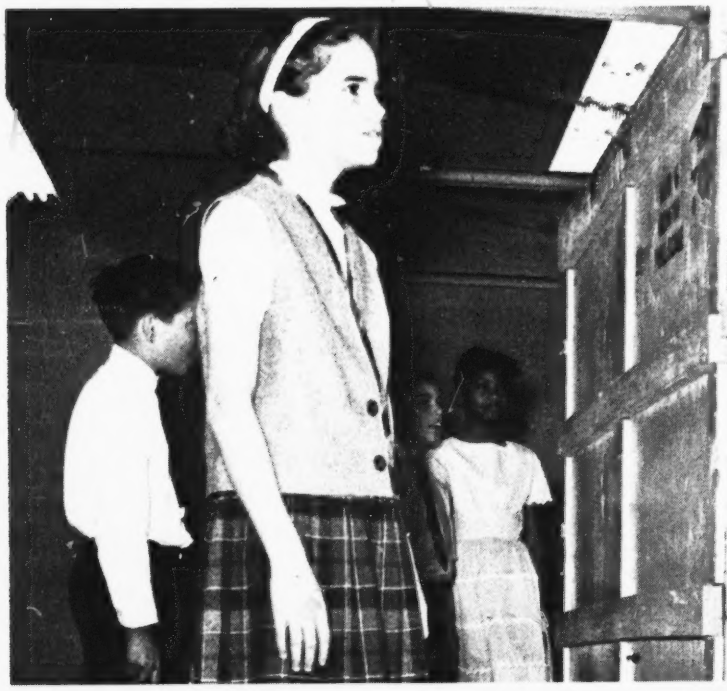
A task force of Cleveland educators, representing both public and private schools, and augmented by community leaders, began exploring and developing the supplementary center idea in late 1964.

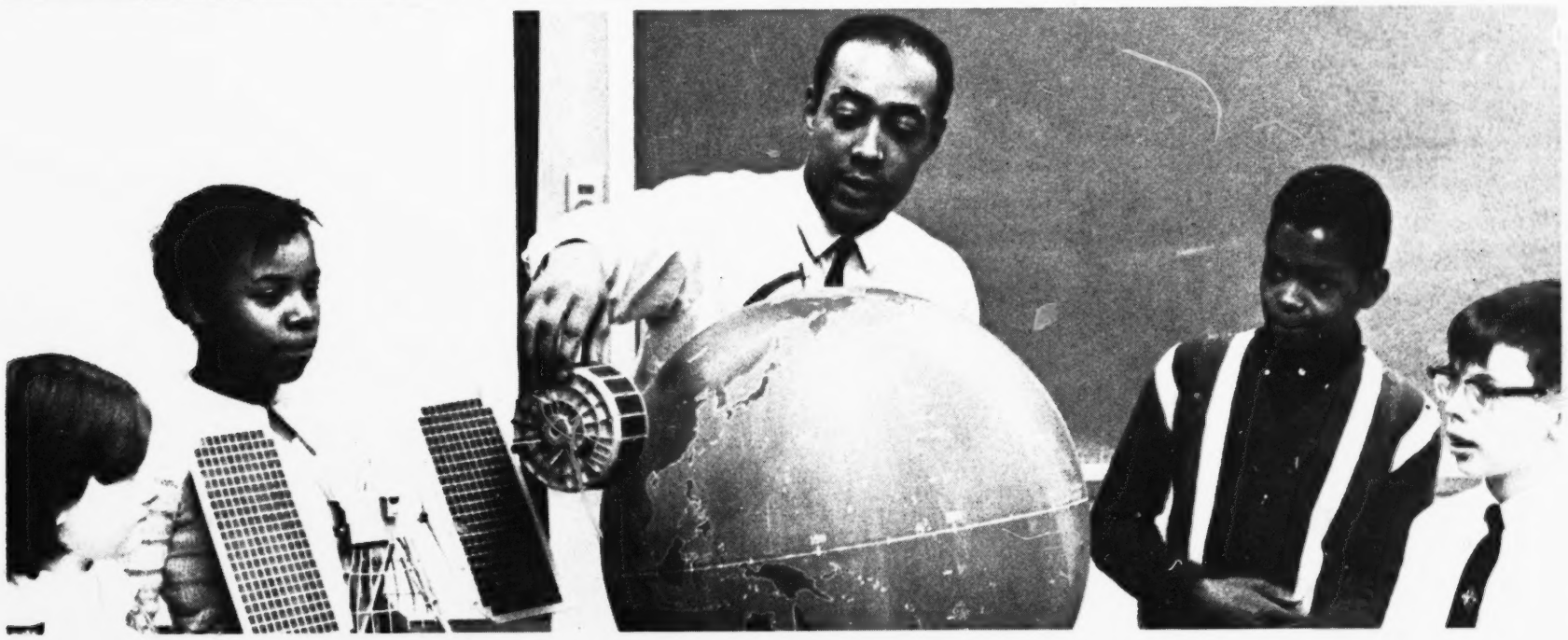
It is the consensus of the task force that such a center can do two important things:

1. Dramatically improve the quality of education.

2. Provide enriched educational experiences which can be shared by the many diverse groups of children who make up the city's population.

In October, 1966, the first Supplementary Educational Center in the United States was opened in a warehouse in downtown Cleveland. Since then, an average of 7,000 children and adults have visited the Center each month.





THE CONCEPT – The dramatic improvement in the quality of education available to all urban children. The Supplementary Educational Center seeks to complement and expand existing educational programs rather than duplicate or replace any other program or activity which can be carried out by some other means; e.g. the neighborhood school, museums, radio, and television. In the Supplementary Educational Center, the child has access to scarce equipment, specialized commercial and industrial exhibits and machinery, a variety of educational, technical and cultural displays, and contact with educators who are not found on the staff of the average neighborhood school. ■ Overcoming the problem imposed by geography and housing traditions to bring into meaningful relationships children from all sections of the city.

The Cleveland Public School System has made a basic commitment to a sound program of community schools sensitive to the everchanging demands of neighborhood needs. Repeated exposure to the diverse persons and personalities drawn from a variety of levels and localities helps children realize the full dimensions of their own humanness. These experiences, however, are frequently not available at the neighborhood level. The Supplementary Educational Center enriches local school programs and offers a diverse range of educational experiences to children of varying talents and needs. ■ It is not possible for the Cleveland schools to wait until housing patterns improve before taking action. Youngsters must be assisted in the development of a sense of awareness concerning this age, this place, and this time. Children are drawn deliberately and simultaneously from every group and area which makes up Cleveland's population.

THE OBJECTIVES

- Expand the range of children's interests.
- Increase their achievement motivation.
- Upgrade basic academic competencies and skills.
- Encourage creative and artistic abilities.
- Deepen social consciousness and a sense of civic responsibility.
- Strengthen teacher's instructional skills and insights.
- Make its experiences available to large numbers of students in a meaningful memorable way, while simultaneously remaining sensitive to the needs of the individual student.

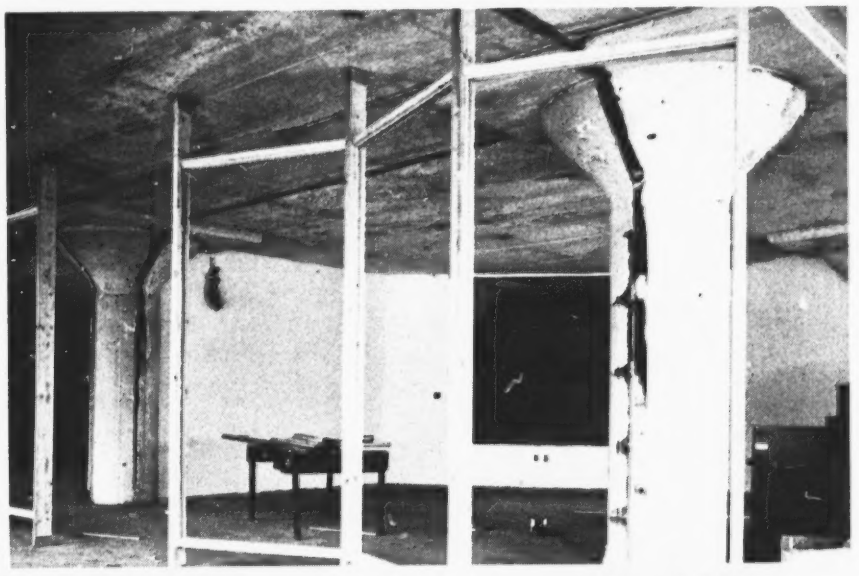
THE PROGRAM

The prototype center is a warehouse at the corner of East 12th and St. Clair in downtown Cleveland. Part of an urban renewal area, this old building is the site of one of the most exciting educational innovations in America today. It is being used as a laboratory in which a concept and its implementations are being tested.

The Supplementary Educational Center offers Cleveland's public and parochial school children new and varied educational experiences not available in their neighborhood schools. Here, for many youngsters, are born associations and friendships with persons from neighborhoods and backgrounds different from their own. Exciting new instructional techniques are leading students to discover the city in which they live; the sciences of space, flight, and meteorology; and their musical heritage.

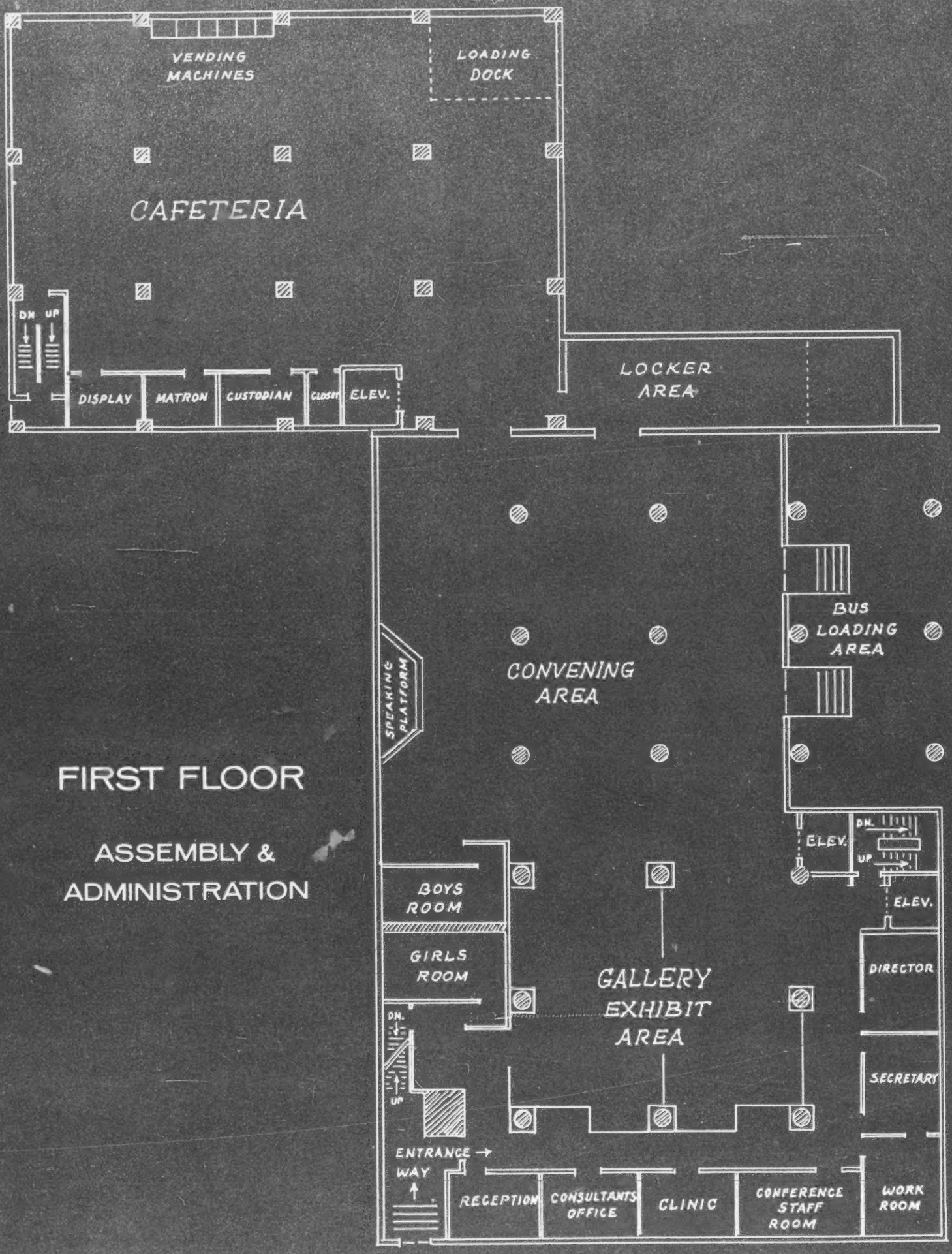
In 1966 and 1967, all sixth grade children from the Cleveland school district – public and parochial – visited the Supplementary Educational

(continued on page 9)



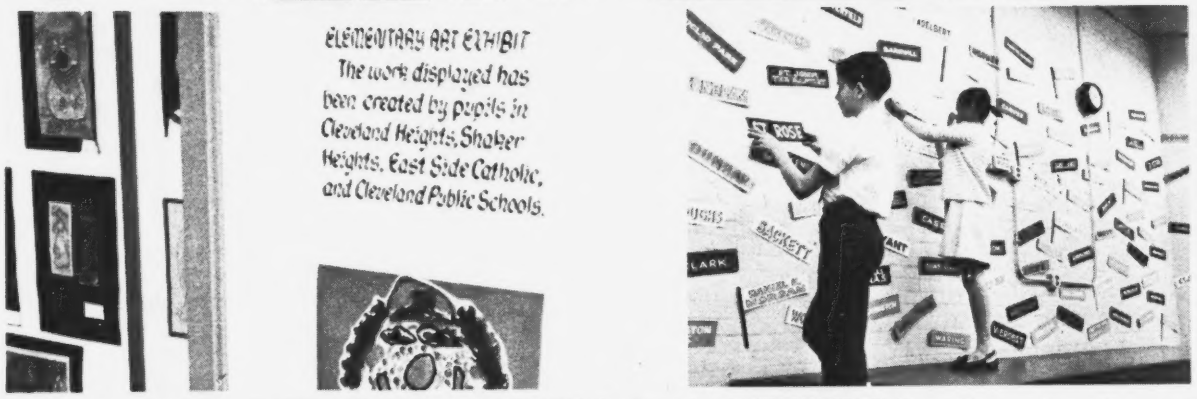
Plain Dealer Photo

Approval for use of the COPCO warehouse was effected in March, 1966, and in May, remodeling was begun to convert the warehouse into an educational center. In October, 1966, the Supplementary Educational Center was officially opened for children and visitors.



FIRST FLOOR

ASSEMBLY & ADMINISTRATION

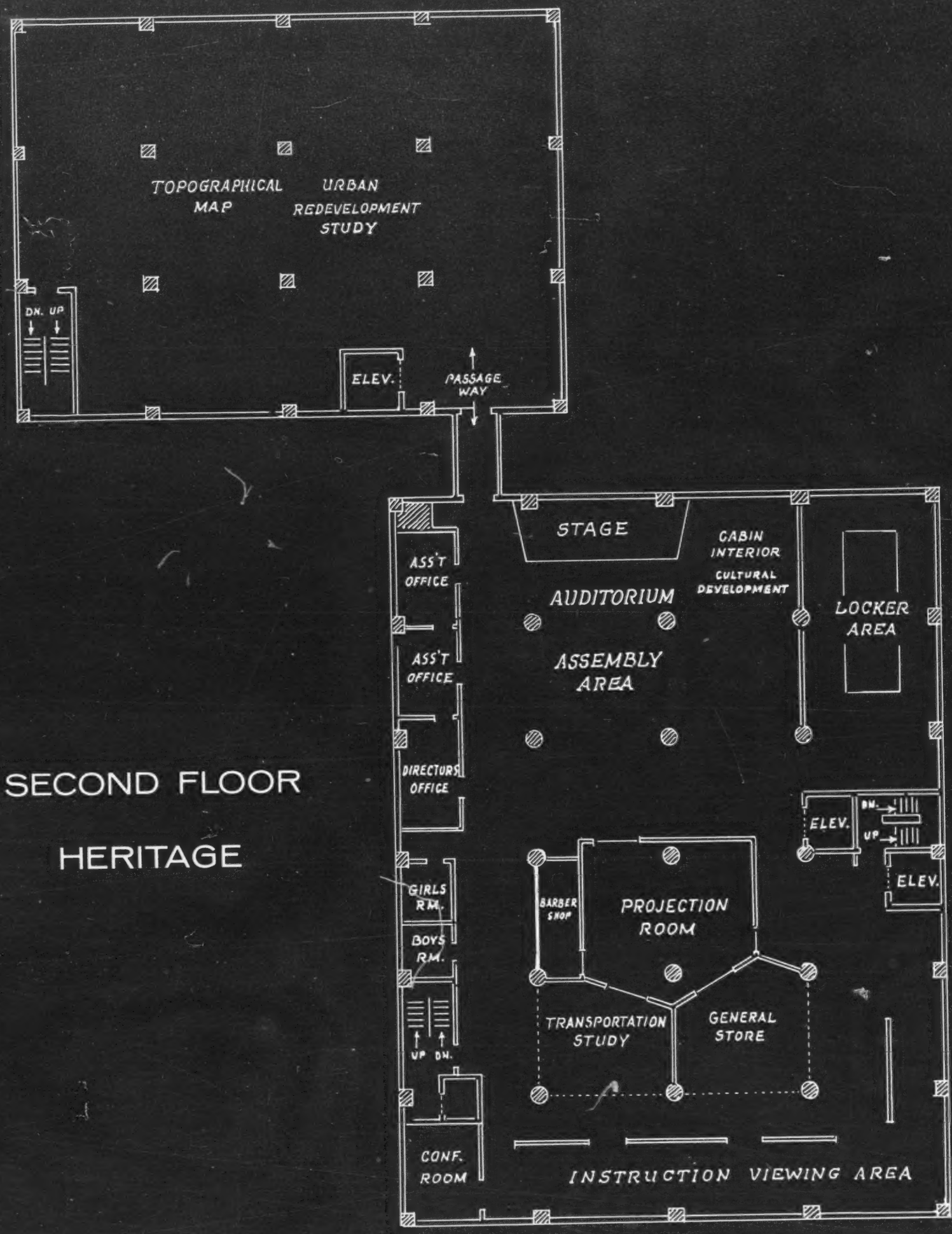


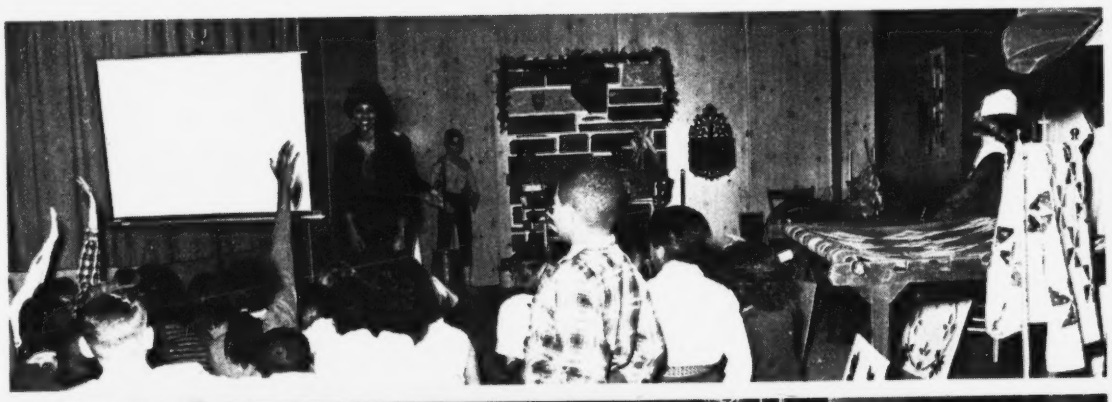
Center twice. In addition, all grade levels were represented in an enrichment program scheduled after school and on Saturdays.

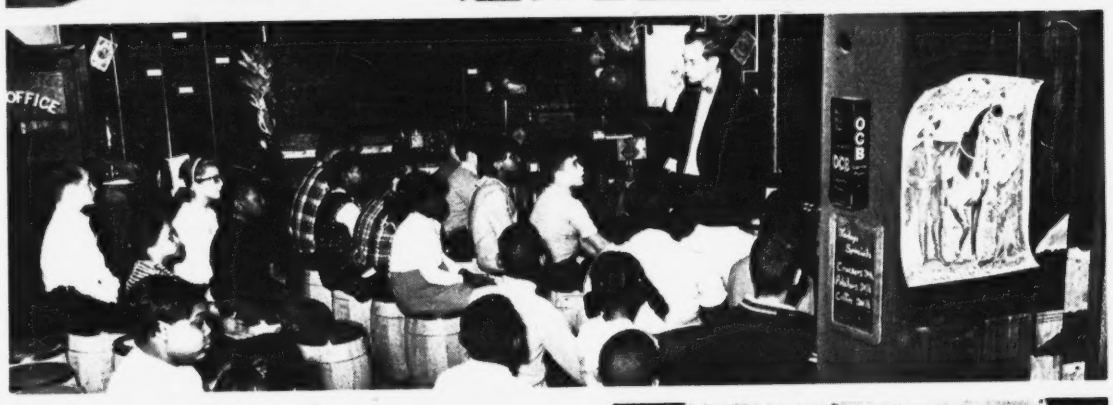
At the present time more than 300 sixth grade children, drawn from different sections of the city, are bused to the Center for a full day. After a brief orientation session, the classes are divided and subdivided so that each child finds a new group of friends with which to explore the science or heritage studies. On successive visits the pupils alternately interchange the areas of study and explore each area. As new techniques are developed, the number of children will increase.

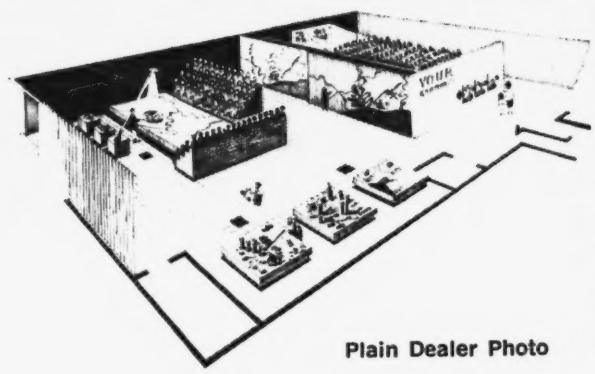
SECOND FLOOR

HERITAGE







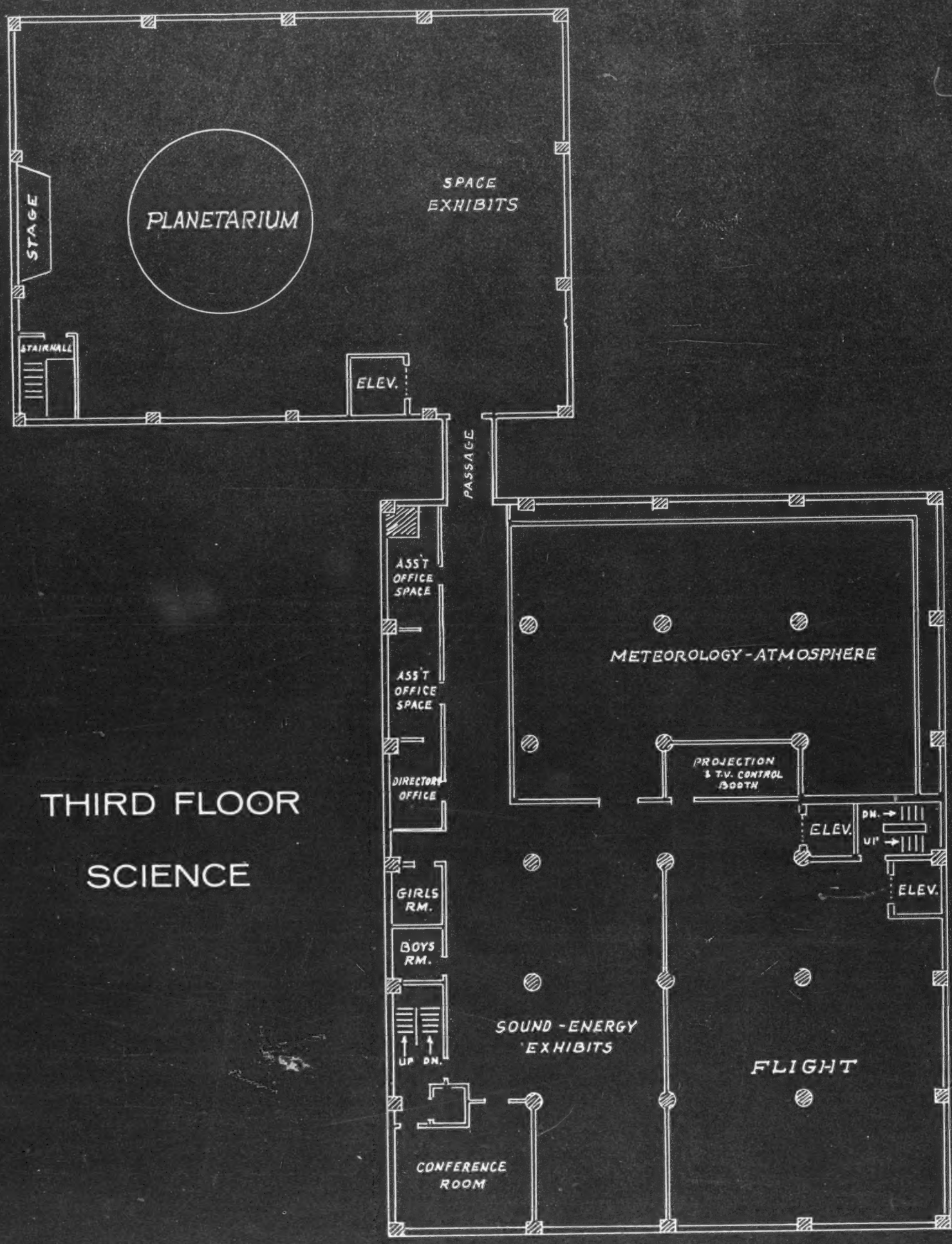


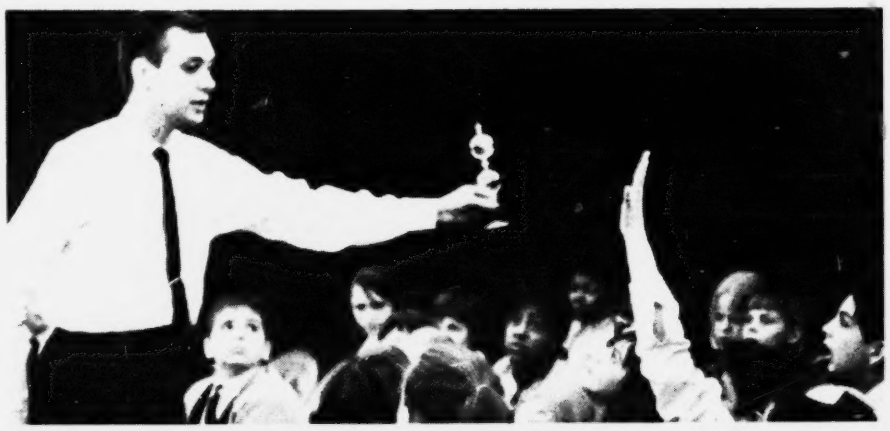
Plain Dealer Photo

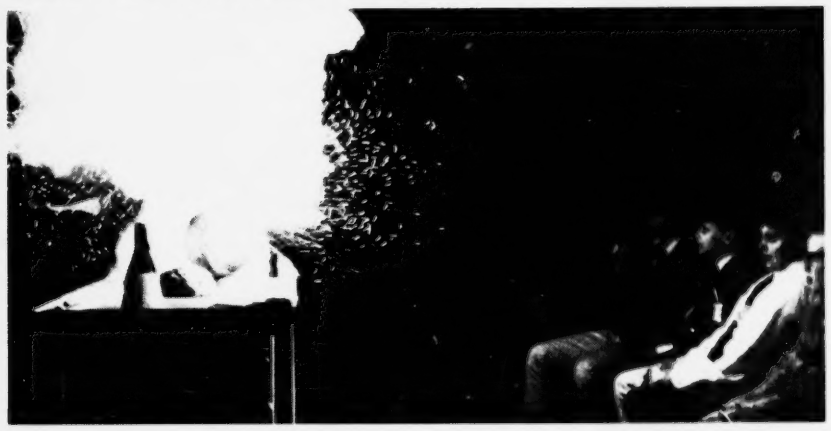
HERITAGE – In the heritage study children visit a model country store where they compare the economic differences of early and present-day Cleveland; view from their flat boat various models, films, and tapes which help them discover the effect of earlier modes of transportation upon Cleveland's growth; participate in the songs, dances, and crafts used by the early Clevelanders; and move about a collection of maps and models of urban renewal projects. ■ Presently under development are both a thirty minute color film of Cleveland today and a thirty foot wide topographical map of the community. These are designed to complete a study emphasizing Cleveland's greatness, both natural and man-made, from its origin and into its future.

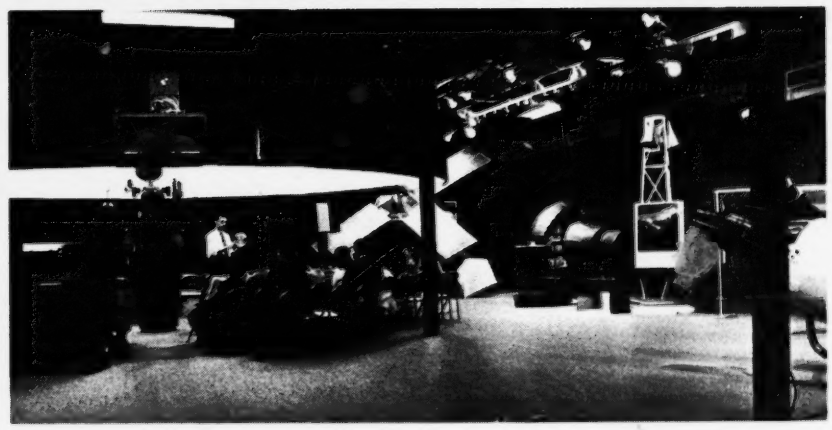
THIRD FLOOR

SCIENCE

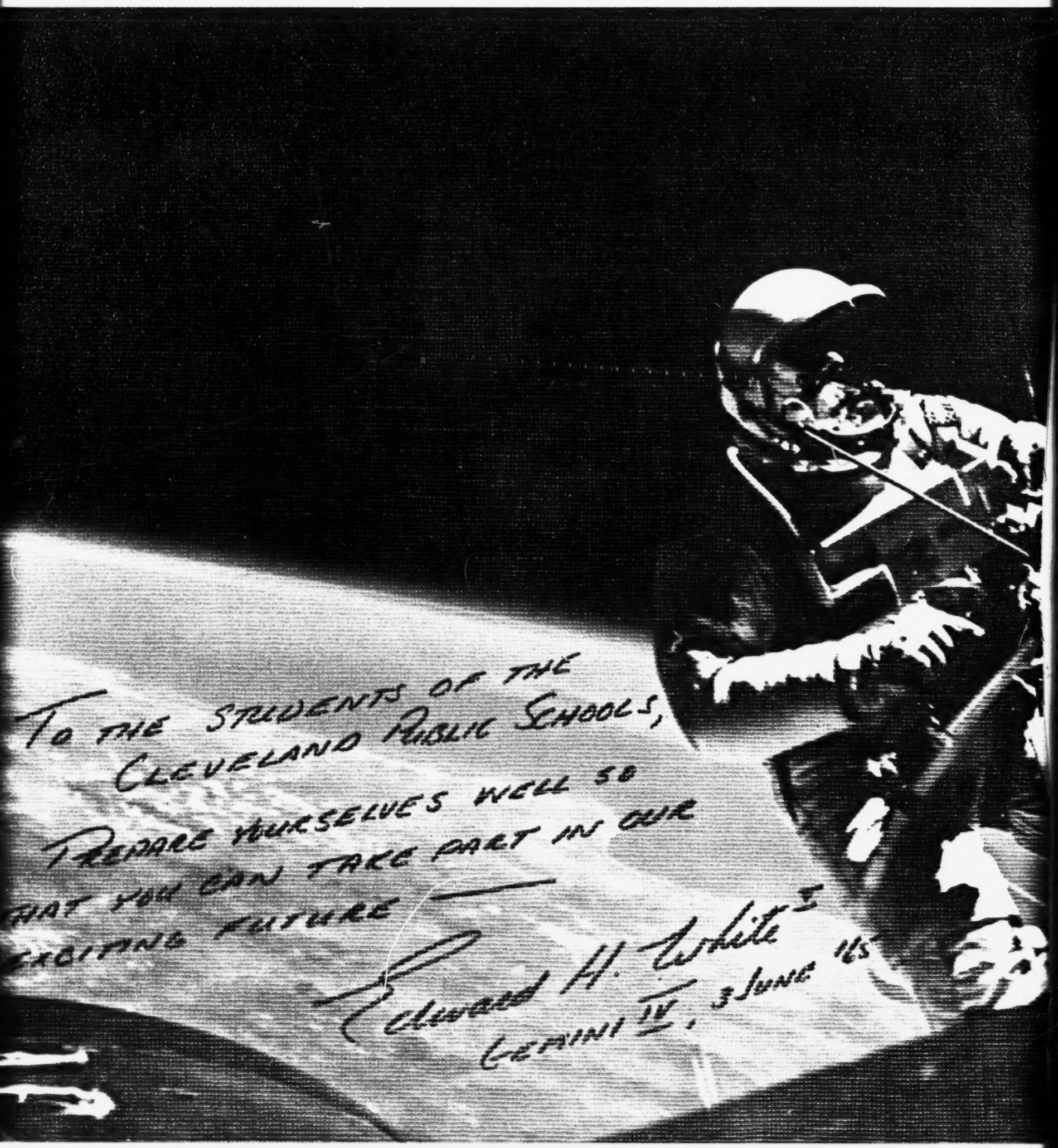


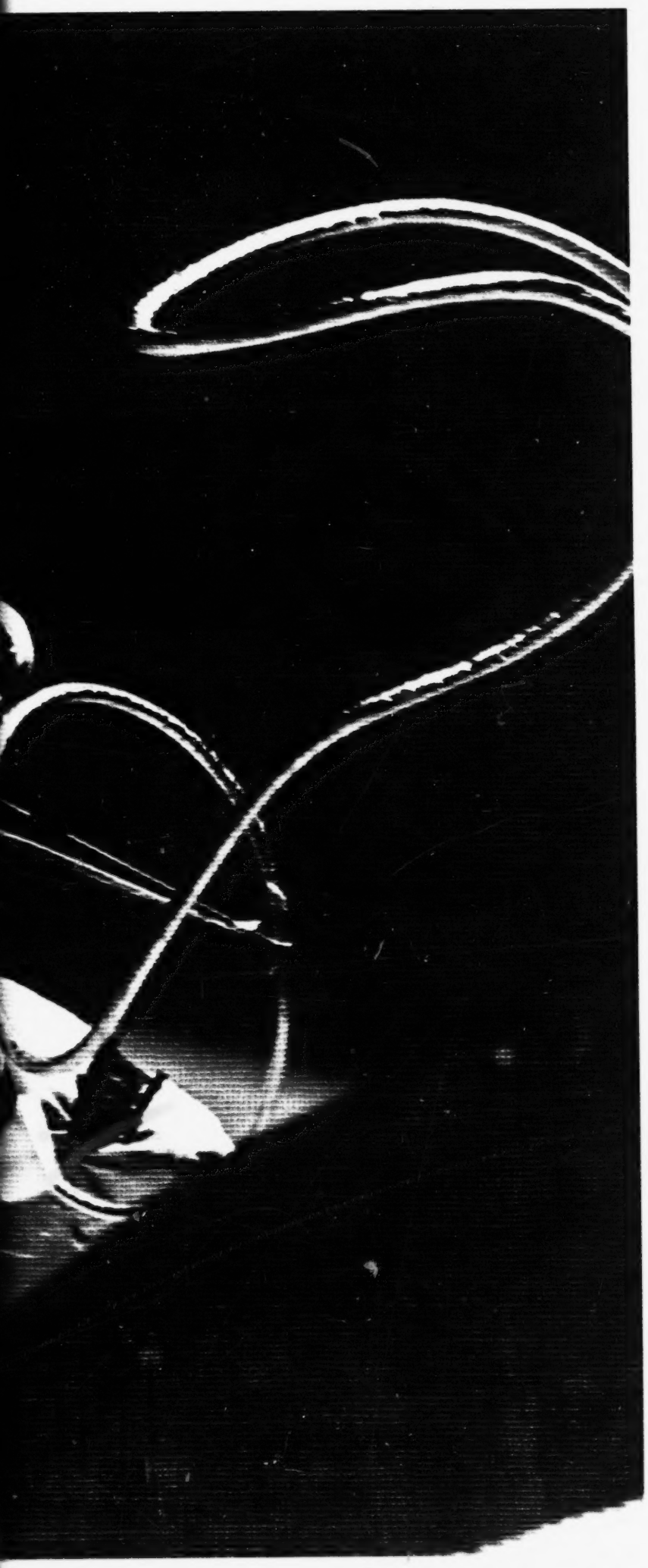






SCIENCE– The space study in science offers a view of the sky through the use of a Spitz A-3-P projector and a thirty foot dome. Surrounding exhibit area is used to advantage for the inclusion of full scale models of a variety of space craft. ■ In other science studies, children explore the principles and history of flight and the wonders of weather and the atmosphere. The total science study is enhanced by the provision of specialized models and displays from business and industry.


To the students of the
Cleveland Public Schools,
Prepare yourselves well so
that you can take part in our
exciting future —
Edward H. Litchfield
Gemini IV, 3 June 65



NATIONAL AERONAUTICS AND SPACE ADMINISTRATION
MANNED SPACECRAFT CENTER
HOUSTON, TEXAS 77058

IN REPLY REFER TO: CB

January 18, 1966

Students and Faculty
Cleveland Public Schools
Cleveland, Ohio

Dear Friends:

I am happy to have this opportunity of extending to you my best wishes for your new Supplementary Educational Center. I am certainly interested in the educational opportunities available to our young people of today who will soon take their places of leadership in our great Nation.

This fascinating "Space Age" of today is opening up many new and diversified opportunities for young people. As you no doubt know, our Country's space program is very broad, and includes a great deal more than space flight. For each astronaut, for example, there are thousands of others whose jobs are vital to the success of manned space missions. It has been estimated that NASA requires approximately 10,000 professionally trained individuals for every astronaut. These individuals represent almost every field of science and engineering. Medical personnel determine the physical condition necessary to sustain human life during lunar exploration; chemists develop new materials necessary to absorb tremendous heats of reentry; suit designers determine what the space suit should be like not only to sustain life but to perform the tasks required in space; while nutritionists design condensed life-sustaining foods to be carried on extended missions. And so the list grows, aerodynamicists, structural engineers, electrical engineers, physicists, thermodynamicists, metalurgists, data analysists, and so on. Yes, the space program offers a challenge to many types of trained individuals.

One point, however, that I would like to emphasize is that, although we need more engineers and scientists in the space program, it should be remembered that not every boy and girl has his or her talent oriented along engineering lines. Some are better suited for other fields such as accounting, law, teaching, and other professions. We will be doing more harm than good if we try to encourage every student to study in the space science field. However, we should try to give all students at least a background in science so they will know their way in a space-oriented society.

To those students who have the talent for the engineering and scientific fields, we should give the motivation and assistance necessary for them to continue their education and interest in these fields.

Our educational system is one of the best in the world, and, if we continue to apply it properly, our technology will continue to lead among the nations of the world.

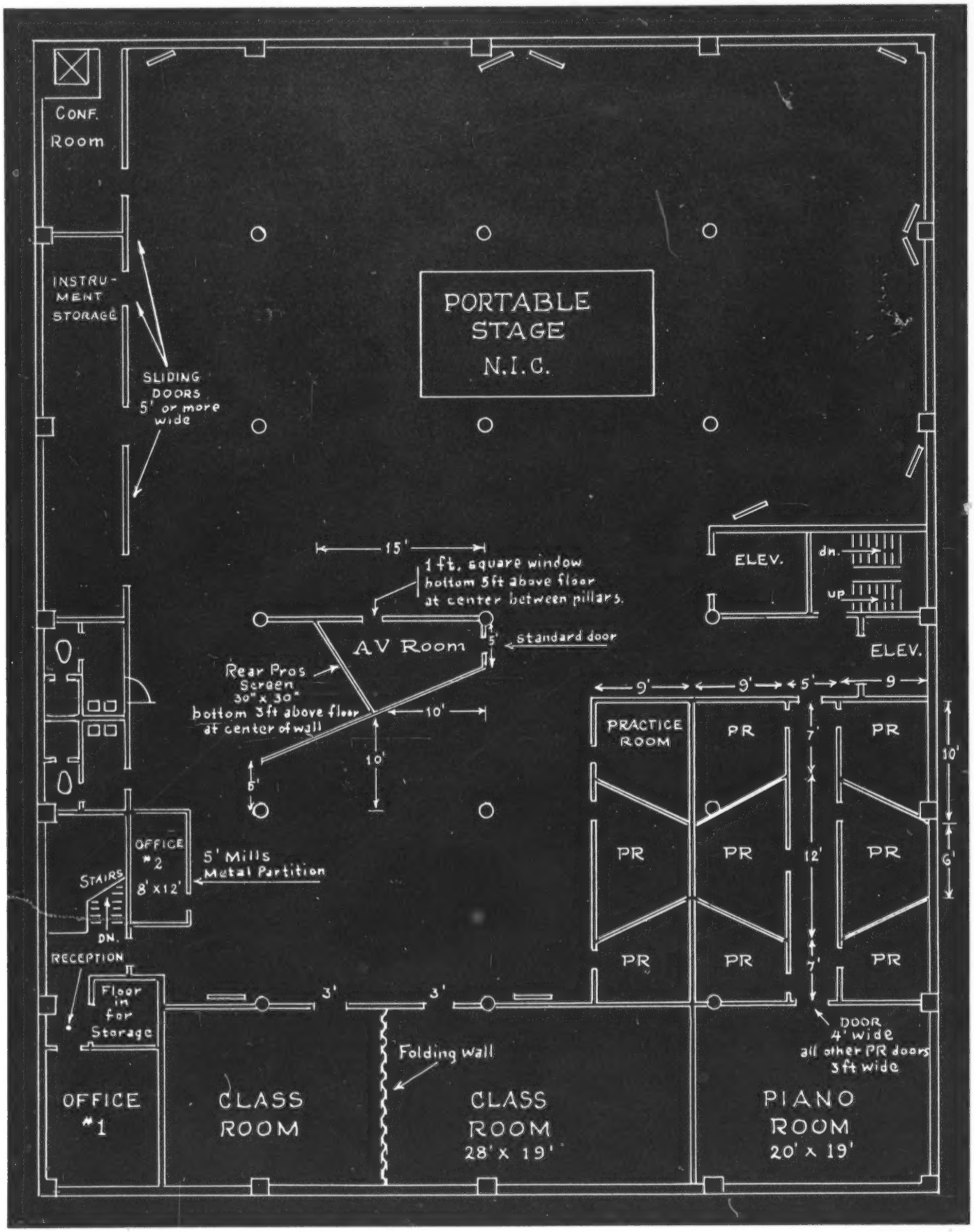
My best regards to each of you as you prepare to face the challenges of the future.

Sincerely,

Edward H. White II

Edward H. White, II
Colonel, USAF
NASA Astronaut

MUSIC – The day closes in both the science study and the heritage study with one facet of the music program – a live concert. At the concert the youngsters receive instruction in listening to chamber, opera, or vocal music performed by professional ensembles from the Cleveland Orchestra, Cleveland Chamber Music Society, and various universities and institutions of music. ■ The musical program at the Center seeks to lead the students to discovery of the extensive range of their musical heritage. A summer workshop is planned to offer the program new ideas from music education and research. The program emphasizes three approaches to music as a discipline – listening, creating, and performing. ■ Many talented students are achieving a degree of proficiency through classes in musical improvisation, composition, and jazz arranging. Other pupils are benefiting from weekly private lessons covering a full range of instruments. ■ When remodeling of the fifth floor is completed, the musical program will be centered there. In the meantime the musical activities are conducted in other locations throughout the prototype center.



Projected Layout

5th Floor

A group of student teachers from Ohio University listen to Center Director, Donald Quick, as he describes the development of the Supplementary Educational Center. Plans are being made to establish co-operative programs with colleges and universities using the Center as a laboratory for teacher education courses in urban education.

COMMUNITY INVOLVEMENT—One of the strengths of the Supplementary Educational Center is that it was not conceived in an educational vacuum. A widely divergent list of community leaders participated in its design. ■ There are four advisory committees — General, Heritage, Science, and Music — with members of these committees coming from all areas of the community. One result has been a greater awareness by the community of the efforts being made by the educational system beyond the walls of the classroom. School-community rapport has measurably improved. ■ In a typical month more than 1,500 visitors view the Center. Visitors are so numerous that closed circuit television arrangements are being planned providing views of each area.

COMMUNITY BUSINESS AND INDUSTRIAL FIRMS AND AGENCIES PRESENTLY INVOLVED WITH CLEVELAND'S SUPPLEMENTARY EDUCATIONAL CENTER

Addressograph-Multigraph Corp.
Antioch Baptist Church
Baldwin-Wallace College
Battelle Memorial Institute
B. F. Goodrich Chemical Co.
Board of Catholic Education
Businessmen's Interracial Committee
Case Institute of Technology
Center of Science and Industry (Columbus)
Cleveland Chamber of Commerce
Cleveland Chamber Music Society
Cleveland Cliffs Iron Company
Cleveland Clinic
Cleveland Council of P.T.A.
Cleveland Electric Illuminating Co.
Cleveland Health Museum
Cleveland Institute of Art
Cleveland Institute of Music
Cleveland Jr. Chamber of Commerce
Cleveland Lutheran Schools
Cleveland Metropolitan Park District
Cleveland Municipal Court
Cleveland Museum of Art
Cleveland Music School Settlement
Cleveland Orchestra
Cleveland Playhouse
Cleveland Press (the)
Cleveland Public Library
Cleveland State University
Cleveland Trust Company
Cleveland Urban Renewal Department
Cleveland Zoo
Dunham Tavern
East Ohio Gas Co.
E. F. Hauserman Co.
Garden Center of Greater Cleveland
General Electric Corporation
General Motors Corporation
Glidden Co.
Halle Brothers Co.
International Business Machines
Jones, Day, Cockley & Reavis
Karamu House
Kent State University
Longoria Laboratories
May Co.
Museum of Science and Industry (Chicago)
National Association for the Advancement of Colored People
National Aeronautics and Space Administration
National Geographic Society
Natural Science Museum
New York Shakespearian Theater
Oberlin College
Oglebay Norton Co.
Ohio Bell Telephone Co.
Phyllis Wheatley Association
Plain Dealer (the)
Republic Steel Corporation
Standard Oil Company (Ohio)
Sterling-Lindner
The Temple
University Circle Development Foundation
Western Reserve Historical Society
Western Reserve University
Westinghouse Electric Corp.
Woman's Hospital

CALENDAR

August, 1964 A Supplementary Educational Center was proposed to the Cleveland Board of Education by Superintendent Paul W. Briggs.

September, 1964 A series of work conferences was started to assist in the development of the center concept. Advance planning involved staff, community leaders, and consultants. Dr. C. S. Sargent of the City University of New York was the chief consultant from outside Cleveland.

January, 1965 Superintendent Briggs offered testimony on the idea of supplementary centers to the House of Representatives' Education-Labor Committee in Washington, which was considering the Elementary and Secondary Education Bill that became Public Law: 89-10.

March, 1965 Architects were named for design of a permanent center.

April, 1965 Public Law: 89-10, providing for supplementary educational centers and services under Title III, was passed by Congress and signed into law.

May, 1965 Announcement of a planning grant to assist in establishing a prototype center was made by Educational Facilities Laboratories, Inc., N. Y.

June, 1965 The Central Ohio Paper Co. warehouse, abandoned for two years, and located in the downtown "Erieview" urban renewal area, was identified as being an ideal location for opening a prototype center.

August, 1965 Donald G. Quick began work as Director of Supplementary Educational Centers for the Cleveland Public Schools.

September, 1965 The Coordinator of Science began work. Dr. Harold Gores, President, Educational Facilities Laboratories, addressed a meeting of the General Advisory Committee.

October, 1965 Detailed plans were drawn for use of the COPCO warehouse. Local and Chicago Regional Urban Renewal officials were involved in discussion of lease arrangements.

November, 1965 A proposal for operation of a Supplementary Educational Center and a request for funds were submitted to the U. S. Office of Education.

January, 1966 Coordinator of Cleveland Heritage Study began work. Announcement of the approval of the project was received from the U. S. Office of Education.

February, 1966 First grant was made for beginning work and incurring costs. Orientation meeting regarding the Supplementary Educational Center was held for all elementary principals.

March, 1966 Approval for use of the COPCO warehouse was effected by action of Secretary Weaver, Housing and Urban Development Department, Washington. ■ Coordinator of Music began part-time work. First meeting of Music Advisory Committee was held.

April, 1966 Bids were submitted for remodeling of warehouse and an authorizing contract was awarded to Panzica Builders. ■ First meeting of Science Advisory Committee was held. ■ Orientation meeting for all elementary assistant principals was held.

May, 1966 Cleaning, electrical work, plumbing, ventilating and heating, and painting were all begun to convert warehouse to educational center. "Town Toppers" program, providing downtown luncheon at a fine restaurant for 12 children weekly, was begun. ■ A series of Chamber Music Concerts was begun for public and parochial students to supplement music programs. They were held in school buildings and scheduled through the Center. ■ The Cleveland Hall of Science and Industry, an organization formed by the interest of the Junior Chamber of Commerce, pledged its support, contacts, and resources. Cleveland's major industries were represented.

June, 1966 A summer music program was offered through the summer schools, offering chamber music concerts, private instrumental lessons, and classes in composition. Enrollments came from public and parochial schools. ■ The staff was enlarged to include teachers presently completing school year assignments.

July, 1966 The first meeting of the Heritage Advisory Committee was held.

August, 1966 A planetarium dome was installed in the annex on the science floor. Administrative and instructional staff moved into Center for beginning of operation there.

October, 1966 The Center was officially opened for children and visitors.

ADVISORY COMMITTEES

Music

CLIFFORD COOK
Oberlin College

DR. JULIUS DROSSIN
Cleveland State University

MISS NELL GUINN
Phyllis Wheatley Association

DR. RALPH HARTZELL
Kent State University

RICHARD KAUFFMAN
Cleveland Music School Settlement

WILLIAM KURZBAN
Cleveland Institute of Music

NEWTON HILL
Karamu House

K. ELMO LOWE
Cleveland Playhouse

DR. BENNETT REIMER
Western Reserve University

KLAUS ROY
Cleveland Orchestra

MISS EVELYN SABOL
Catholic Schools

DR. KENNETH SNAPP
Baldwin-Wallace College

MRS. MERTON UTTER
Chamber Music Society

EDWIN TASSLER
Lutheran Schools

HOWARD WHITTAKER, Chairman
Cleveland Music School Settlement

Heritage

RICHARD M. BRENNAN
Municipal Court

ANTHONY O. CALABRESE, JR.
Attorney

NEIL J. CAROTHERS
University Circle Development Foundation

BARTON R. CLAUSEN
Urban Renewal

DR. CHARLES A. deLEON
Psychiatrist

DR. ZELMA GEORGE
Sociologist

GEORGE LIVINGSTON
National Association for the Advancement of Colored People

DONALD L. PERRIS
WEWS Television

AUGUST PRYATEL
Common Pleas Court

RABBI JEREMY SILVER
The Temple

HAROLD E. WALLIN
Cleveland Metropolitan Park District

ADVISORY COMMITTEES

Science

DR. CHARLES S. BACON
Western Reserve University

DR. JOHN J. BEESTON
Cleveland Health Museum

SISTER M. CANISIUS
Catholic Schools

DAVID DIETZ
Cleveland Press

DR. THOMAS G. ECK
Case Institute

CHRIS J. EDMONDS
General Motors

PAUL GLAWE
Lutheran Schools

DR. LEONARD J. GOSS
Cleveland Zoo

CHARLES W. HEMANN
Republic Steel

ROBERT HERRICK
Cleveland Electric Illuminating Co.

DR. A. L. JONES
Standard Oil Co.

WALLY KINNAN
National Broadcasting Co.

DR. WILLEM KOLFF
Cleveland Clinic

ALBERT W. LOCUOCO
City of Cleveland

JOHN LUDWIGSON
Plain Dealer

DR. WALTER OLSON
National Aeronautics and Space Administration

JOHN C. PONSTINGL
Westinghouse

WILLIAM B. REYNOLDS
Ohio Bell

DR. JOHN SABY
General Electric

WILLIAM E. SCHEELE
Natural Science Museum

KENNETH S. SHERMAN
Cleveland State University

WADE SHURTLEFF
East Ohio Gas Co.

JOSEPH H. SPAHR
International Business Machines

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Woman's Hospital

DR. THOMAS J. WALSH
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CALVIN W. WEISS
National Aeronautics and Space Administration

General

HON. CHAS. W. WHITE, Chairman
Ohio Court of Appeals

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Antioch Baptist Church

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Catholic Schools

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Housewife

DR. ERWIN F. SAGEHORN
Lutheran Schools

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Oglebay Norton Co.

SHERMAN TITENS
Dettelbach, Titens and Viola

THE FUTURE

A major purpose of the prototype Cleveland Supplementary Educational Center is to study the implications – programmatic, logistical, and spatial – of the concept. This study will enable the operational staff, the planners, and the consultants to translate these implications into the preparation of program, space, and cost specifications for a permanent center. ■ Consequently, frequent modifications and additions to the Center's program are to be expected during the prototype stage which, it is anticipated, will cover a period of approximately two years.

TEACHER EDUCATION AND THE SUPPLEMENTARY CENTER

The visits of pupils to the Supplementary Center provide an excellent opportunity for concentrated in-service activities for their teachers. Plans are currently under development for conducting such activities at the Center for the teachers who accompany their children on Center visits. ■ In addition, a great deal of interest has been expressed by colleges and universities in establishing co-operative relationships in pre-service teacher education using the Center as a laboratory in urban education.

Left: James R. Tanner, Assistant Superintendent for Continuing Education and Special Projects and Paul W. Briggs, Superintendent of Schools, describe an architect's concept for the permanent Supplementary Educational Center.

THE STAFF

The regular staff of the Center consists of 37 full and part-time employees including teachers, a nurse, artists, secretaries, clerks, custodians, matrons, program assistants, and cleaners. ■ In addition during the current school year, 163 specialists, primarily professional musicians, have been employed for work with special programs.

DIRECTOR

Donald G. Quick

COORDINATORS

Paul W. Kirby – Science
Vincent Presti – Heritage
James E. Wallis – Music

INSTRUCTORS

Heritage
Juanita R. Brandon / Barbara J. Daniel / Clarence I. Miller

Science
Fred Cousino, Jr. / Dewey Saunders / Victor Svec

Art
Myron Davidson

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Hugh Calkins / Emmett E. Cooper, Jr. / Daniel O. Corrigan /
John J. Gallagher / Joseph M. Gallagher

Paul W. Briggs, Superintendent
James R. Tanner, Assistant Superintendent

Tempera paintings on the cover were done by sixth grade pupils in Mrs. Gladys Davies' class at Cleveland's Gracemount Elementary School. Pamela Daves did the painting of the planetarium on the front cover. Wiley Pugh, the view of downtown Cleveland on the back cover.